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| **Common Core State Standard(s):**  **6.NS.1** Interpret and compute quotient of fractions and solve word problems involving division of fractions.  **6.NS.2** Fluently divide multi-digit numbers using the standard algorithm.  **6.NS.4** Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor.  **6.EE.3** Apply the properties of operations to generate equivalent expressions. | **Instructional Resources:**   * Versa Tiles student books:   Operations With Fractions  Fraction Operations  Numbers & Number Theory   * Versa Tiles * **Jeopardy Review Game** |
| **Mathematical Practice Standard(s):**  **MP.6** Attend to precision. | **Warm-up:**   * Students can create a real-world word problem involving one of the following topics: LCM, GCF, or the distributive property. * How can you apply the concepts from this unit to the world around you? |
| **Learner Objective:**  As a result in learning, students should be able to …   1. review concepts previously taught in this unit 2. accurately find LCM/GCF 3. accurately divide fractions and mixed numbers. |
| **Instruction:**  **Day 19:**  **Instruction**  Review any questions that they may have regarding the unit.   * **Jeopardy Review Game**: Divide the class into groups and give each group a white board. Every student in the class should copy down the problems and the answers to the jeopardy game (this will be used as their study guide). One member of the group writes the answer on the board and holds it up when the teacher calls time. The groups with the correct answers are awarded the points. The groups who get it wrong get zero points. Tally the points at the end of the game to determine the winner. * Hold class discussions as needed to clear up any misconceptions. * Allow time for students to review individually missed questions that have not already been covered. Subsequently, have students do a Think, Pair, Share. Ask for volunteers to do problems on the board for any remaining questions. * Conduct unit review based on informal assessment results gathered throughout the unit.   **Day20:**  Assess students with teacher created test. | |
| **Comment / Notes:**   * **The Jeopardy game** has one section on distributive property but the remainder of the questions fit nicely in this unit for review topic. * Another option for review would be to break students into small groups and have students collaborate to complete teacher selected review sheets from Versa Tiles student books: Operations With Fractions,   Fraction Operations, Numbers & Number Theory. | |